

# CHARLESTON DEVELOPMENT ACADEMY

233 Line Street  
Charleston, SC 29403

**GRADES** K-3 Elementary School

**ENROLLMENT** 73 Students

**PRINCIPAL** Cecelia Gordon Rogers 843-722-2638

**SUPERINTENDENT** Dr. Maria L. Goodloe 843-937-6319

**BOARD CHAIR** Ms. Nancy Cook 843-760-2635

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**UNSATISFACTORY**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	8	48	43	3

#### IMPROVEMENT RATING:

**N/A**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 3 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	N/A	N/A	N/A
<b>2002</b>	N/A	N/A	N/A
<b>2003</b>	N/A	N/A	N/A
<b>2004</b>	Unsatisfactory	N/A	No

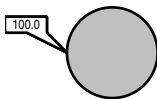
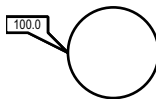
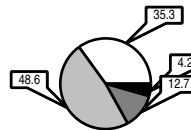
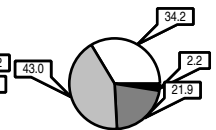
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

6.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

**Proficient**

Well prepared to work at next grade level; met expectations

**Basic**

Met standards; minimally prepared, can go to next grade level

**Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	15	100.0	0.0	0.0	0.0	0.0	0.0	No	Yes
<b>Gender</b>									
Male	6	I/S	I/S	I/S	I/S	I/S	I/S		
Female	9	I/S	I/S	I/S	I/S	I/S	I/S		
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	15	100.0	0.0	0.0	0.0	0.0	0.0	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	12	100.0	0.0	0.0	0.0	0.0	0.0		
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	15	100.0	0.0	0.0	0.0	0.0	0.0		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	15	100.0	0.0	0.0	0.0	0.0	0.0		
<b>Socio-Economic Status</b>									
Subsidized meals	14	100.0	0.0	0.0	0.0	0.0	0.0	I/S	I/S
Full-pay meals	1	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	15	100.0	0.0	0.0	0.0	0.0	0.0	No	Yes
<b>Gender</b>									
Male	6	I/S	I/S	I/S	I/S	I/S	I/S		
Female	9	I/S	I/S	I/S	I/S	I/S	I/S		
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	15	100.0	0.0	0.0	0.0	0.0	0.0	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	12	100.0	0.0	0.0	0.0	0.0	0.0		
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	15	100.0	0.0	0.0	0.0	0.0	0.0		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	15	100.0	0.0	0.0	0.0	0.0	0.0		
<b>Socio-Economic Status</b>									
Subsidized meals	14	100.0	0.0	0.0	0.0	0.0	0.0	I/S	I/S
Full-pay meals	1	I/S	I/S	I/S	I/S	I/S	I/S		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	Grade 3	15	100.0	20.0	60.0	13.3	6.7	20.0
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	Grade 3	15	100.0	6.7	46.7	46.7	N/A	46.7
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 73)				
First graders who attended full-day kindergarten	73.9%	N/C	100.0%	100.0%
Retention rate	1.3%	N/A	3.6%	2.7%
Attendance rate	96.9%	N/A	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		6.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		5.8%	3.5%
Eligible for gifted and talented	0.0%	N/A	5.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	1.3%	N/A	8.0%	8.2%
Older than usual for grade	N/A	N/A	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	N/R	N/R	0.0%	0.0%

Teachers (n= 13)				
Teachers with advanced degrees	23.1%	N/A	48.0%	51.4%
Continuing contract teachers	7.7%	N/A	78.3%	87.5%
Highly qualified teachers**	80.0%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	14.3%		3.6%	0.0%
Teachers returning from previous year	N/A	N/A	82.2%	86.7%
Teacher attendance rate	100.0%	N/R	94.8%	94.9%
Average teacher salary	\$30,530	I/S	\$38,984	\$40,760
Prof. development days/teacher	15.0 days	N/R	13.3 days	12.4 days

School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	12.2 to 1	N/R	16.9 to 1	18.9 to 1
Prime instructional time	96.9%	N/R	89.0%	90.0%
Dollars spent per pupil*	N/A	N/A	\$7,052	\$6,044
Percent of expenditures for teacher salaries*	N/A	N/A	63.8%	65.9%
Opportunities in the arts	Poor	N/R	Good	Good
Parents attending conferences	99.0%	N/R	99.0%	99.0%
SACS accreditation	No	N/R	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of the Charleston Development Academy (CDA) is to provide a safe, nurturing environment that will encourage academic excellence and character building initiatives in order to ultimately promote the personal and social development of motivated, responsible, and caring students.

CDA provides a diverse group of students in grades K5-3 with a rigorous curriculum primarily focusing on "Back to Basics," the arts, and earlier intervention in the areas of reading, writing, math, language, and social development. The state standards serve as our curriculum guide. A hands-on, inquiry-based learning process enables students to access the unique culture, science, fine arts, and history in Charleston and the surrounding communities. Theatrical performances strengthen memory, articulation, communication skills, cooperative learning and enhance self-esteem. The school also strives to promote total family literacy through the inclusion of planned parental involvement programs scheduled during the day and after school.

Additional art enrichment experiences are fostered through collaborative efforts of the Creative Artistic Coordinator, Storefront School for the Arts, the new Children's Museum (science & math) and through visits to the Charleston Gibbes' Studio and Museum for the Arts.

Charleston Development Academy overcame many of its obstacles and opened its doors as scheduled on August 11, 2003. Our challenges included the monumental task of renovating and opening our building on schedule. Like many new schools, CDA scrambled to get our enrollment where it needed to be by that all-important 10th day of school. Thanks to the canvassing efforts of our Parent Educator and our supportive parent volunteers, CDA has reached its initial targeted enrollment and looks forward to steady progress as we forge toward our goal of 135 students in the future.

Research shows that the most promising prevention/intervention programs are those in which parents, students, school staff, and communities join their efforts together in a united front. Family Literacy Nights held throughout the year puts this research into practice by providing a community-based opportunity for parents, families, and children to experience, with one another, the power and joy of literacy.

Starting at around 7:15 each morning, parents and our 75 students start arriving at CDA's doors, where they are eagerly greeted by staff. It is not unusual for parents to spend important minutes conferencing with teachers and friends before waving goodbye to a precious child. CDA believes that this morning interaction is one of the many ways that CDA is unique. Our small class sizes and intimate facility make CDA a warm and inviting place, particularly for those parents who have come to CDA seeking meaningful alternatives.

Cecelia Gordon Rogers, School Director  
Gerald Mackey, Governance Board Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	8	14	14
Percent satisfied with learning environment	87.5%	92.3%	92.3%
Percent satisfied with social and physical environment	87.5%	100.0%	100.0%
Percent satisfied with home-school relations	75.0%	100.0%	85.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.